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TO THE TEACHER



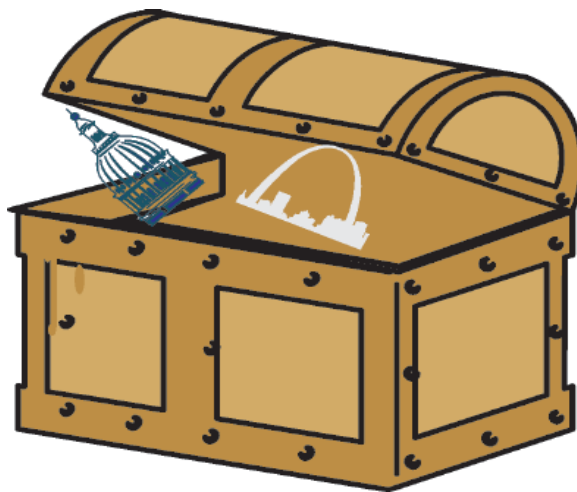
EXPERIENCEYOURAMERICA

The National Park Service's mission is to "conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." 16 U.S.C. (1)

National Parks are exciting places to explore our country's great beauty and to learn the rich lessons of our past. When we talk about the West, many colorful images come to mind. But do you know about the Lewis and Clark Expedition? If you could travel back in time, would you want to travel with them into the unexplored frontier?

We at Jefferson National Expansion Memorial are dedicated to sharing these exciting pages of America's westward expansion movement with everyone. This traveling trunk provides a mini-museum for those who are unable to visit the Museum of Westward Expansion and the Old Courthouse. It has hands-on objects, mounted photographs, video and audiotapes, clothing, and books. You will also find a laminated contents sheet in your information folder. It will help you identify the artifacts in the trunk. To prepare your students, use the Pre-Trunk Activity you received with your invoice. We also suggest you use the two Post-Trunk Activities after you finish the trunk. Classroom activities in this handbook are labeled in red. You can choose those that meet your students' needs.

The National Park Service is dedicated to protecting our national parks and our resources. Please help us by protecting the resources in this traveling trunk.

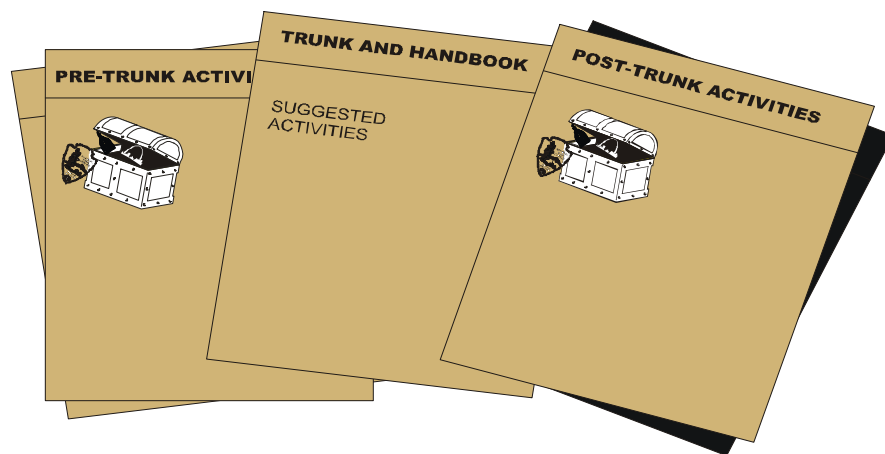




The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this program and guide.

- ◆ Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- ◆ Compare and contrast features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- ◆ Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- ◆ Demonstrate an understanding of chronological development and interrelationships of events. (ILS 16.A, 16.B; MAP 1.6; NCSS IIb; NSH 1)
- ◆ Describe and compare major beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- ◆ Explore career opportunities. (ILS 18.B; MAP 4.8; NCSS Vg)
- ◆ Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV; NSH 5A)
- ◆ Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)
- ◆ Read and interpret written works and quotations about the past. (ILS 2.B & 16.A; MAP 1.5; NCSS IIc; NSH 2, 3)

ILS: Illinois Learning Standards
MAP: Missouri Assessment Program
NCSS: National Council for the Social Studies
NSH: National Standards for History





PATRICK GASS' LETTER



In 1800 when Thomas Jefferson was elected our third president, the United States of America was only 24 years old and very small. Its western boundary was the Mississippi River. Even the city of St. Louis, which was founded in 1764, was in Spanish territory. But President Jefferson dreamed of expanding the country westward to the Pacific Ocean. In 1803, Emperor Napoleon Bonaparte of France agreed to sell the 828,000 square mile Louisiana Territory to the United States for approximately \$15 million dollars less than 5 cents an acre! This doubled the size of the United States.



President Jefferson chose his personal secretary, Meriwether Lewis, to lead an expedition to explore this territory by following the Missouri River to its source and then by following westward - flowing streams to the Pacific Ocean. Meriwether Lewis chose William Clark as his co-captain and they selected a team of soldiers and interpreters, forming the Corps of North Western Discovery. They outfitted in St. Louis and set out from the confluence of the Mississippi and Missouri Rivers. During their 2 1/2 year journey, they studied new animals and plants, mapped the lands they passed through, and made friends with the American Indians. This trunk is based on the journal of Patrick Gass who was a member of the Lewis and Clark expedition. He was also the first to publish his journal in 1807 and he was the last member of the expedition to die, in 1870.



Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have your students take turns reading the following story to the class. When he/she gets to an item, (the underlined part in the story, i.e. moccasin) have a representative from that group stand up, show the item, and pass it around. Items should be returned to the trunk after everyone has a chance to touch and look at them closely.

Dear Grandchildren:

I am leaving you this trunk of my personal belongings so that you will remember me and my adventures, especially the time I spent with the Lewis and Clark expedition. In the trunk, I've packed a photograph of myself. I didn't always look so old and solemn, but I am the last living member of the Corps of Discovery. I was much younger when I traveled with Captains Lewis and Clark.

Lewis and Clark Traveling Trunk



Did You Know?

Photography wasn't invented until 1839. The first cameras were very large and used silver plates instead of small rolls of film. Taking just one photo was a long process involving the application of chemicals onto a plate, rather than just clicking a button. People having their portraits taken had to sit very still for long periods of time. Most did not smile.

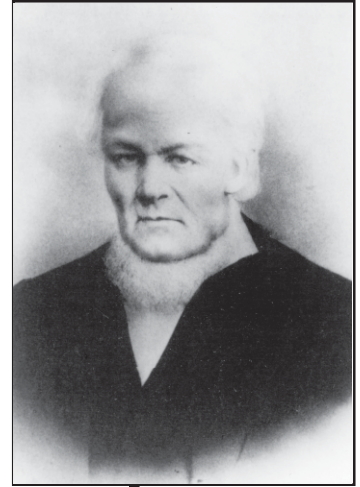
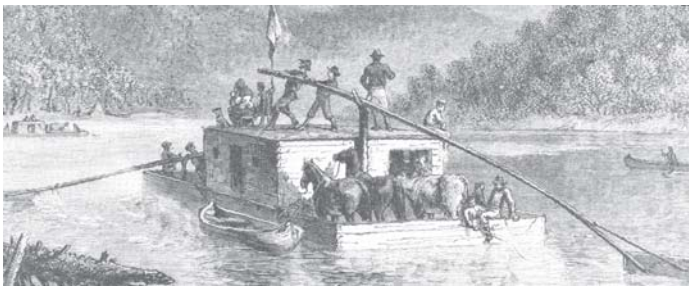


Photo of Patrick Gass from his journal.

(Use this photo from the trunk.)



To begin, I was born in Pennsylvania in 1771, five years before the United States gained its independence. My family moved around a lot, so I always enjoyed traveling and new adventures. My first adventure came in 1792, when my father was drafted into the military to protect our settlement against Indian attack. I served in his place. The next year I traveled by flatboat down the Mississippi River to New Orleans, then to Cuba and back to Philadelphia by way of the Atlantic Ocean. In 1794, I apprenticed to a carpenter. I worked on a house for a man named James Buchanan. His little boy, Jimmy, later became the fifteenth president of our country! I enlisted in the Army two more times and by the fall of 1803 I was serving at Kaskaskia, on the Mississippi River. That's when Captain Meriwether Lewis came looking for men to accompany him on a journey of exploration to the Pacific Ocean. His mission was to find a water route to the ocean, discover new plant and animal life, and to make friends with the American Indians.



In the trunk are two prints of Meriwether Lewis. One is of Captain Lewis in his military uniform, which he wore recruiting, at the beginning of the expedition, and on special occasions. The other print is what he looked like during the expedition and when he returned.



Michael Haynes



Library of Congress

(Use these photos from the trunk.)

Classroom Activity #1

Have students compare the two prints. The print in military uniform shows Captain Lewis wearing his blue officer's wool coat with red collar, lapels and cuffs. The coat is trimmed with silver edging and buttons. He carries a sword, a spear (called a spoontoons) and a black bicorne hat like Napoleon wore. The red sash around his waist told us he was an officer. The print of Lewis in buckskin shows his handmade moccasins, leggings and shirt, animal skin cap and the ermine trimmed tippet that Chief Cameahwait gave him. Tippetts were special gifts given to chiefs. It is the long pointed tunic with fur fringes. Ask students why they think Lewis and the other men dressed so differently between when the expedition began and when it ended.

We all started out wearing our military uniforms, but as our uniforms wore out, we had to make our own clothes from animal skins, since there were no towns or stores in the West to buy clothes. When we returned from the journey, we looked quite different. The September 23, 1806 "Federal Gazette" newspaper in Baltimore, Maryland stated, "When they arrived 3 cheers were fired. They really have the appearance of Robinson Crusoes—dressed entirely in buckskins."



Did You Know?

Robinson Crusoe is a famous book written by English author Daniel Defoe in 1719. The fictional account was based on a real story of a man who was a cast away on a deserted island in the 1600s. You may enjoy reading this adventure story. Look for it in your library.

Lewis and Clark Traveling Trunk

I signed up for the greatest adventure of my life. My commanding officer did not want me to go, because that meant losing a carpenter and a soldier. Determined to join the expedition, I managed to speak privately to Captain Lewis, who persuaded my captain to give me permission to leave. Soon I was headed up the Mississippi River to the spot where it is joined by the Missouri River. The Corps of Discovery built Camp River DuBois, on the Wood River in Illinois, and we trained and prepared during the winter. We spent a lot of time in drilling and target practice. At first the local citizens beat us at shooting targets, but through much practice, we became winning shots. Captain Clark put me to work using my carpentry skills to make improvements on the keelboat and the two pirogues that we would be using for the trip up the Missouri River.

A hand-drawn sketch of a boat, possibly a galley or a small cargo vessel, with a pointed prow and stern. The hull is divided into several rectangular compartments, likely for storage or seating. To the right of the boat is a column of handwritten text in cursive script, which appears to be a list or inventory. Below the boat is another line of handwritten text. The entire sketch is on aged, slightly stained paper.

Hesperomys
Flora
Paras
Schubertson
to
Hesperomys
Pomeroy 2-3
Richardson
27
29

Lous - 1
Lark
Chapman } 5
random 8-6

Paras of 8 eggs

No more is he about himself
from Camp with or any pretense
with a com without pretensions from
the Corn of their parents, under the

not from 18 to 23 inches wide and
curving from the center to both
ends so light that a woman
could throw them with ease, and
every woman on some lo-

(Use these photos from the trunk.)

Classroom Activity #2

Have students analyze the drawings of the keelboat and the pirogue. These sketches were drawn by Lewis and Clark in their journals. Ask students how they think these boats were powered. (Steam, gas, and electric engines weren't invented yet.) Notice the oars and sails on the keelboat. A pirogue is a type of canoe. How would students feel rowing a boat almost every day for over two years? Later in the expedition, all of the men helped make canoes. See the drawing of the canoe. They adopted the Indian method of burning out the canoes. How would you feel carving or burning out a canoe from a tree?

National Park Service



Captains Lewis and Clark kept detailed journals covering every day of the expedition, so that President Jefferson could read all about it. A few of us enlisted men also kept journals. I am quite proud of the fact that my journal was the very first to be published in 1807. The following journal entries describe some of my most memorable adventures.



Did You Know?

"The Journals of Patrick Gass" and the journals of Lewis and Clark and the other men have been published. You might encourage older students to read their journals.

Classroom Activity #3

Mapping—Using the six Lewis and Clark Trail brochures in the trunk, have students work in groups to locate the areas mentioned in Patrick Gass' journal (identified in *italics*). Using the mileage scale in the legend, have students calculate the total distance of the expedition. Lewis and Clark traveled about 8,300 miles in approximately 28 months. Assuming they did not travel for about five months each of their two winters, have students calculate the average number of miles they traveled each day.



Monday the 14th of May 1804 (Wood River #1)

We left our establishment at the mouth of the river du Bois or Wood river... and proceeded up the Missouri...The corps consisted of forty-three men...The day was showery...The best authenticated accounts informed us that we were to pass through a country possessed by numerous, powerful and warlike nations of savages, of gigantic stature, fierce, treacherous and cruel...



Did You Know?

A visitor center and museum will soon be completed at the Wood River site #1. Encourage parents to visit it with their children.

Lewis and Clark Traveling Trunk

Wednesday the 16th of May 1804 (St. Charles #4)

We had a fine pleasant morning; embarked early and at 2 o'clock in the afternoon arrived at St. Charles, and fired a gun. A number of the inhabitants came to see us. This is an old French village; in the country around which a number of Americans have settled...At 4 o'clock in the afternoon we left this place under a salute of three cheers from the inhabitants, which we returned with three more and a discharge of three guns.

Wednesday the 4th of July 1804 (#11)

We fired a swivel (a little cannon attached to the boat) at sunrise in honor of the day, and continued our voyage...One of our people got snake bitten but not dangerously...passed a creek on the north side, which we called INDEPENDENCE...saluted the departing day with another gun.



Classroom Activity #4

Have students share their families' July 4th celebrations. Then compare them with Lewis and Clark's celebration.

Classroom Activity #5

On August 1, 1804 William Clark celebrated his birthday. He ate venison, elk and beavertail for dinner and cherries, plums, raspberries, currants, and grapes for dessert. Have students compare Captain Clark's birthday dinner to their own. If they were on the expedition and had a birthday, what would they eat?



Did You Know?

Today St. Charles is one of the fastest growing urban areas in Missouri. Each year the community of St. Charles celebrates Lewis and Clark Days in May. Encourage parents to visit historic St. Charles with their children.



Thursday the 2nd of August 1804 (#15 Council Bluffs)

The Indians we expected came at dark...this place we named Council-Bluff...

Friday the 3rd of August 1804 (#15)

Captain Lewis and Captain Clark held a council with the Indians, who appeared well pleased with the change of government, and what had been done for them. Six of them were made chiefs, three Otos and three Missouris.



Captain Lewis & Clark holding a Council with the Indians
The Journal of Patrick Gass

(Use this photo from the trunk.)

Classroom Activity #6

Have students analyze the "Captain Lewis and Clark holding a Council with the Indians" print. Do these people fit the description of "the best authenticated accounts" mentioned earlier in Gass' journal? Do they look "gigantic", "fierce" and "treacherous"? Why or why not? Lewis and Clark presented Indian chiefs with peace medals. Have students analyze the images on the medal and interpret their meaning. (On one side is a bust of Thomas Jefferson, president at the time. On the reverse are two hands clasping, one wearing a wide wrist band symbolizing the Indian nations and the other showing the buttoned cuff of a military uniform, symbolizing the United States. Above the clasped hands are a crossed tomahawk and peace pipe with the words PEACE AND FRIENDSHIP.) Using the worksheet in the Appendix, page 34, have students design their own peace medal.



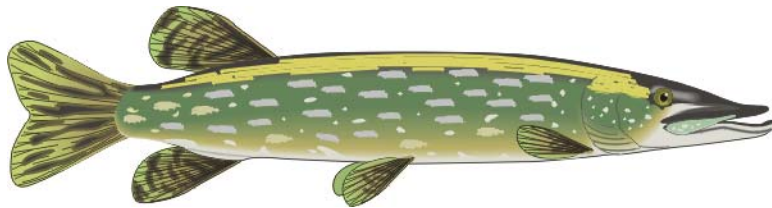
Peace Medals

Lewis and Clark Traveling Trunk



Did You Know?

During the two and one half year journey, many of the men got sick. Only one died. Sergeant Charles Floyd probably died of a ruptured appendix. Medical practices in 1804 were not as advanced as today. Even if he would had been in the finest hospital in the East, he probably would have died. Another sergeant was needed to replace Floyd, so an election was held. Patrick Gass was chosen as the new sergeant.



Wednesday the 15th of August 1804 (above #17)

...Captain Lewis went with a party of twelve men to fish and took 709 fish, 167 of which were large pike...This day sergeant Floyd became very sick and remained so all night.

Monday the 20th of August 1804 (Sioux City #18)

Sergeant Floyd continued very ill. We embarked early; and proceeded, having a fair wind and fine weather, till 2 o'clock, when we landed for dinner. Here sergeant Floyd died...every possible effort was made...to save his life. We went on about a mile to high prairie hills on the north side of the river, and there interred his remains...then proceeded a mile further to a small river on the same side and encamped. Our commanding officers gave it the name of Floyd's river to perpetuate the memory of the first man who had fallen in this important expedition.



Monday the 10th of September, 1804 (near #20)

At 12 we came to black sulphur bluffs on the south side. On the top of these bluffs we found the skeleton or back bones of a fish, 45 feet long, and petrified: part of these bones were sent to the City of Washington.



Did You Know?

The winter of 1804-1805 was particularly cold. The temperature stayed below zero for days and once reached forty-five below. The men cleaned and labeled specimens and packed them to be sent back to St. Louis in the spring. They also made friends with the local Indian tribes and wrote about their customs and festivals.



Did You Know?

These were fossil bones of a dinosaur. It was a type of dinosaur called a plesiosaur, which swam in the ancient oceans. Although Lewis and Clark didn't know just what the fossil was, they packed up some of the bones to send back to President Jefferson. Patrick Gass also found another fossil earlier on the journey, the "petrified jaw bone of a fish".



Friday the 2nd of November, 1804 (near #32)

Captain Lewis, myself and some of the men went up to the first village of the Mandans, who gave us some corn. Captain Clark and the rest of our party...began to clear a place for a camp and fort. We pitched our tents and laid the foundation of one line of huts.

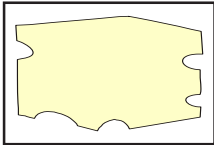


Classroom Activity #7

The fort they built was called Fort Mandan, named after the Indians in the area. The expedition spent their first winter there. Learn about the Mandan and Hidatsa cultures by visiting Knife River Indian Villages National Historic Site on the Internet. Take a virtual tour of the inside of an earthlodge, just like the ones Lewis, Clark, and Gass saw, at www.nps.gov/knri

Lewis and Clark Traveling Trunk

Friday the 7th of December, 1804 (near #32)



A clear cold morning. At 9 o'clock, Big-white, head chief of the first village of the Mandans, came to our garrison and told us that the buffalo (pieces of hide and sinew found in the trunk) were in the prairie coming into the bottom. Captain Lewis and eleven more of us went out immediately...they killed 30 or 40 and we killed eleven of them.



Classroom Activity #8

Pass around the pieces of buffalo found in the trunk. Have students predict what the Corps of Discovery would have used these for. The soft hide with the hair left on it would have been used for robes or blankets during the winter. The raw (hard) hide would be used for moccasin soles and containers. The softer, tanned hide (with no hair) was used for clothing and moccasin tops. The sinew (string-like fiber) was used as thread and string for sewing and lacing.



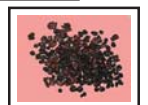
Did You Know?

An African American named York, who was Captain Clark's slave, was very popular with the Indians. They had never seen a black man before. They rubbed his skin to see if the black would come off and were amazed by his feats of strength. His black hair resembled the hair of the buffalo and the American Indian people respected York. He was invaluable in establishing peace and friendship.



Did You Know?

Since there were no stores or restaurants in the West, the Corps of Discovery had to hunt for their food. They ate a variety of meat including buffalo, deer, elk, rabbit, horse, and dog. They supplemented this diet with berries and nuts they gathered along the trail and vegetables that they traded with the Indians. In the trunk are bags of dried buffalo meat and berries.





Monday and Tuesday the 24th and 25th of December 1804 (near #32)

Some snow fell this morning...Flour, dried apples, pepper and other articles were distributed in the different messes to enable them to celebrate Christmas in a proper and social manner. The morning was ushered in by two discharges of a swivel, and a round of small arms by the whole corps. Captain Clark then presented to each man a glass of brandy, and we hoisted the American flag in the garrison...The men then cleared out one of the rooms and commenced dancing.



Did You Know?

One of the men, Pierre Cruzatte, who was half French and half Omaha, had a fiddle. He played a variety of tunes while the Indians, American soldiers, an African American, French boatmen, and British traders, tried each other's dance steps.



Classroom Activity #9

Have students listen to the music CD in this trunk and compare their own celebration of the winter holidays with that of the Corps of Discovery. Which would they rather do? Why?

Sunday the 13th of January 1805 (near #32)

A clear cold day. A number of the natives went down the river to hunt with our men... They had their faces so badly frost bitten that the skin came off...

Tuesday the 12th of February 1805 (near #32)

...one of our interpreter's wives had in our absence made an **ADDITION** to our number.



Did You Know?

The interpreter was Toussaint Charbonneau. His wife, Sacagawea, gave birth to a baby boy at Fort Mandan. To ease her pain, Captain Lewis made some medicine from powdered rattlesnake rattles and gave it to Sacagawea during childbirth. No one knows for sure whether it really helped, but her baby, Jean Baptiste Charbonneau (nicknamed Pomp by William Clark) was born just a few minutes later, on February 11, 1805.



Thursday the 4th of April 1805 (near #32)

A fine clear day. We packed the boxes full of skins, buffalo robes, and horns of the Mountain ram, of a great size for the president; and began to load the boat.



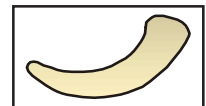
Did You Know?

On April 7th the keelboat and a small crew of men headed downstream back to St. Louis. The boat carried boxes of hides, Indian artifacts, minerals, pressed plants and cages of live specimens including a prairie dog, four magpies and a prairie grouse. It arrived in St. Louis on May 20 and then was shipped to President Jefferson in Washington. Part of its cargo can be seen at Harvard's Peabody Museum and at the Philadelphia Academy of Natural Sciences. Meanwhile, Lewis and Clark led a crew of 28 men plus Charbonneau, Sacagawea and little baby Pomp westward into territory never before seen by non-Indians.



Monday the 29th of April-Sunday the 5th of May 1805 (#35)

...Captain Lewis and one of the men traveled some distance by land and killed a white bear. The natives call them white, but they are more of a brown grey. They are longer than the common black bear, and have much larger feet and talons. (Today we call these bears grizzly bears.)...we killed a very large brown bear, which measured three feet five inches round the head; three feet eleven inches round the neck; round the breast five feet 10 ½ inches; the length eight feet 7 ½ inches; round the middle of the fore leg 23 inches; and his talons four inches and three eighths of an inch.





Did You Know?

Bears are dangerous. The men found bear tracks that measured three times larger than a man's foot. Captain Lewis wrote in his journals about one of the men, William Bratton, who attempted to kill a bear. After one shot, the bear turned on him and chased him. It took two more shots to kill him. Captain Lewis wrote, "these bear being so hard to die rather intimidates us all."

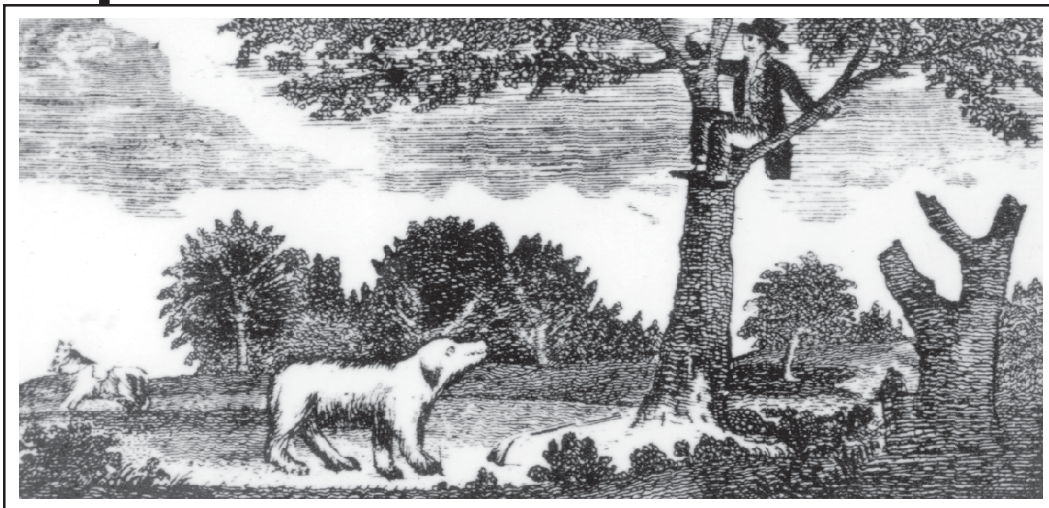
Classroom Activity #10

Using tape measures, have some students group other students together to form and demonstrate the dimensions of this grizzly bear. Have they ever encountered an animal this large?



Classroom Activity #11

Have students analyze the print of An American having struck a Bear but not killed him escapes into a Tree. Have students discuss safety with wild animals.



An American having struck a Bear but not killed him, escapes into a Tree
The Journal of Patrick Gass

(Use this photo from the trunk.)

Lewis and Clark Traveling Trunk



Wednesday the 29th of May 1805 (between #38 and #39)

...Last night about 12 o'clock a buffalo swimming the river happened to land at one of the periogues, crossed over it and broke two guns...He then went straight on through the men where they were sleeping, but hurt none of them.

Wednesday the 26th of June 1805 (#44)

...Captain Clark measured the length of this portage accurately and found it to be 18 miles. He also measured the height of the falls, and found it to be a distance of 17 miles 362 feet 9 inches. The first great pitch 98 feet, the second 19 feet, the third 47 feet 8 inches, the fourth 26 feet and a number of small pitches, amounting altogether to 362 feet 9 inches.



Did You Know?

The falls that Patrick Gass wrote about were the Great Falls of the Missouri River. Lewis and Clark expected it would take a couple of days to move the canoes around the falls. It actually took over a month and they had to haul the canoes 18 miles around 5 waterfalls.



Thursday the 27th of June 1805 (#44)

...a dreadful hailstorm came on, which lasted half an hour. Some of the lumps of ice that fell weighed 3 ounces, and measured 7 inches in circumference. The ground was covered with them as white as snow. The hail hurt some of the men very badly.

Classroom Activity #12

Have students measure 3 ounces of ice and draw a circle measuring 7 inches in circumference. Have they ever seen hail of this weight and size? What would they have done to protect themselves?





Did You Know?

One of the plants discovered on the expedition was prickly pear cactus. In what is now Montana, the land grew thick with them and their long spines went right through the men's deerskin moccasins, even when they doubled the soles. Remind students of safety with plants, particularly cactus, toadstools, and poison ivy.



Did You Know?

As the men crossed the Rocky Mountains on the Lolo Trail in Idaho, they ran out of food. Snow was falling and they were all cold and hungry. They traveled on foot with packhorses. No one knew how many miles they would have to go to get out of the mountains or find food.



Did You Know? (#55)

Finally going past the Great Falls, Lewis and Clark next had to contact the Shoshone Indian people, who had never seen a white man before. The Shoshone had horses that Lewis and Clark needed to travel over the Rocky Mountains. Sacagawea would help translate. It turned out that Chief Cameahwait of the Shoshone was Sacagawea's brother. He not only gave them horses, but also gave Captain Lewis the ermine trimmed tippet shown in the print from the trunk.



Classroom Activity #13

Communication with the various people during the expedition was challenging. When they were trying to trade for horses, a sort of "telephone chain" of interpreters was used. For instance:

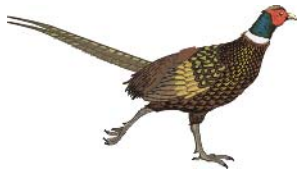
Captain Clark made an offer in English.
Private Labiche translated it to French.
Charbonneau translated from French to Hidatsa.
His wife Sacagawea changed the Hidatsa to Shoshone.

Somehow it worked and the expedition bought the horses they needed.

Game: Have students line up and play a communication game. Tell the first student in line a message and have them pass it on to the next in line. When the message reaches the last student, compare the interpreted message to the original. How effective was communication? Does this ever happen in our daily lives? How can we improve communication?

Lewis and Clark Traveling Trunk

Thursday the 22nd of August 1805 (#55)
The people of these three lodges have gathered a quantity of sunflower seeds, and also of the lambs-quarter, which they pound and mix with service berries, and make... a kind of bread; which appears capable of sustaining life for some time.



Did You Know?

Portable soup was nothing like our favorite soups today. It was made up of dried vegetables and meat in a thick paste. You had to add water to it. The men hated the taste of this soup.

Saturday the 14th of September 1805 (near #61)
...none of the hunters killed anything except 2 or 3 pheasants; on which, without a miracle it was impossible to feed 30 hungry men and upwards... So Captain Lewis gave out some portable soup, which he had along, to be used in cases of necessity. Some of the men did not relish this soup, and agreed to kill a colt; which they immediately did, and set about roasting it; and which appeared to me to be good eating.

Monday 23rd of September 1805 (#64)
The morning was warm and pleasant. We stayed here sometime to procure provisions for the natives, for which we gave them in exchange a number of small articles. The provisions which we got consisted of roots, bread and fish. Their bread is made of roots which they call comas, and which resembles onions in shape, but are of a sweet taste.





Did You Know?

Leaving the friendly Nez Perce, the expedition once more traveled by canoe down the Clearwater, Snake, and Columbia Rivers toward the Pacific Ocean. They didn't have to paddle against the current this time, but had to run fast rapids and avoid dangerous waterfalls.



Did You Know?

The Corps of Discovery met the Nez Perce people during this part of the expedition. They arrived cold, hungry and exhausted. The Nez Perce saved the lives of the explorers by providing food and a warm place to rest and recuperate. To learn more about these people, visit Nez Perce National Historical Park on the Internet at www.nps.gov/nepe

Friday the 11th of October 1805 (near #70)

...Here we got more fish and dogs. Most of our people having been accustomed to meat, do not relish the fish, but prefer dog meat; which when well cooked, tastes very well...



Did You Know?

Captain Lewis brought his Newfoundland dog, Seaman, on the expedition. Don't worry, they did not eat him. He traveled the entire journey.

Classroom Activity #14

As the explorers moved into what is today Washington state, they observed new and interesting Indian tribes and customs. Have students analyze and interpret Lewis and Clark's drawing of a Chinook, also known to the explorers as a "Flathead" Indian. It depicts the method used to strap the heads of their infants between cradleboards to flatten their skulls. The flattened appearance was fashionable among the Chinook people. Have students compare this fashion style with fads popular today (nose rings, tattoos, hair color, etc.)



Drawing of a Chinook. Lewis and Clark Journals
(Use this photo from the trunk.)



Did You Know?

After an exhausting trip down the Columbia River in drenching rains, the explorers finally arrived within sight of their goal—the Pacific Ocean. On November 7, 1805 William Clark wrote in his journal, "Great joy in camp." Still it took a month to find and decide on a place to stay for the winter. A vote was held and every member of the expedition, including Sacagawea and York participated equally in the location of the winter camp.





Wednesday the 25th of December 1805 (#80)

Was another cloudy wet day. This morning we left our camp and moved into our huts. At daybreak all the men paraded and fired a round of small arms, wishing the Commanding Officers a merry Christmas. In the course of the day Captain Lewis and Captain Clark collected what tobacco remained and divided it among those who used tobacco as a Christmas gift; to the others they gave handkerchiefs in lieu of it. We had not spirituous liquors to elevate our spirits this Christmas; but of this we had but little need as we were all in very good health.

Friday the 27th of December 1805 (#81)

...we were informed that a large fish, answering to the description of a whale was driven upon shore. In the forenoon of the 28th six men started for the seashore to make salt, as we have none in the fort.



Classroom Activity #15

Have students investigate how salt is made. Try boiling salt water in a pot to see if you can render out the salt after evaporation.

Sunday the 29th of December 1805 (#80)

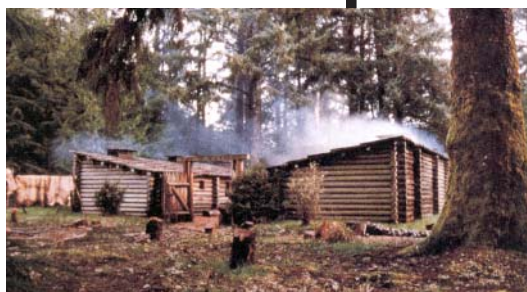
In the afternoon several of the Chinook nation came to our fort with Wapto roots and dried salmon to trade.

Wednesday the 1st of January 1806 (#80)

The year commenced with a wet day; but the weather still continues warm; and the ticks, flies and other insects are in abundance, which appears to us very extraordinary at this season of the year in a latitude so far north. We gave our Fortification the name of Fort Clatsop.

Classroom Activity #16

The expedition spent their second winter at Fort Clatsop, which today is a national park. The area was a temperate rainforest, lush with green plants, tall trees and many types of birds and animals new to the explorers. It rained constantly. Visit it on the Internet at www.nps.gov/focl



Thursday the 12th of May 1806 (#63)

I went out with some of the party to hunt; about 8 o'clock the mosquitoes became very troublesome; and at 10 we all came in without any success. . . There are a good many deer here, and some bears, but they are very wild. . . There is no game of any other kind, except squirrels and some other small animals. . . The magpie is also plenty here and woodpeckers of a different kind from any I had before seen.

Classroom Activity #17

Since cameras and video had not been invented, Lewis and Clark made sketches in their journals of the new plants, animals, and people they discovered. Copy the student worksheet in the Appendix on page 33 and have your students try to identify some of the sketches that Lewis and Clark recorded in their journals. Have students write a journal for one week, including sketches of unusual things they observe.



Did You Know?

It rained so often and the food supply was so monotonous that the explorers could not wait to leave Fort Clatsop for home. On March 22, 1806 they began their homeward trek, giving their fort to the Indians. By May the explorers had made their way back up the Columbia River into the mountains. They waited with their friends, the Nez Perce for the mountain snows to melt.





Did You Know?

After crossing the mountains the explorers split their small group into two parties, one under Lewis to return down the Missouri and the other under Clark to go down the Yellowstone. The two groups would meet in the area of (#35). They wanted to map the mountain passes to be sure they had found the very best route over the mountains. On the return Lewis and three other men had a fight with Blackfeet Indians, killing two. Lewis and his men survived.

Monday the 11th of August 1806 (near #34)

...In a short time Captain Lewis returned (from hunting) wounded and very much alarmed; and ordered us to our arms, supposing he had been shot at by Indians...after some time met with the man who went out with Captain Lewis and found on inquiry that he had shot him by accident through the hips...



Classroom Activity #18

Have students discuss gun safety. If they were the one who shot Captain Lewis by mistake, how would they have handled the situation? Would they admit to it or deny it?



Did You Know?

After reuniting with Clark, the entire party proceeded to the Mandan Villages (near #32). It was there that they said a fond farewell to Sacagawea, Charbonneau and little Pomp. William Clark promised to educate the little boy in St. Louis when he got older. John Colter, one of the men, asked permission to stay behind and become a fur trapper. The others embarked in their canoes for the final leg of their journey down the Missouri River to St. Louis.



Did You Know?

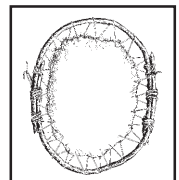
Established in 1872, Yellowstone National Park was the world's first national park. Visit it on the Internet at www.nps.gov/yell



Friday the 19th of September 1806 (near #6 to #2)

...was a fine day, and at day light we continued our voyage...saw several turkeys on the shores, but did not delay a moment to hunt being so anxious to reach St. Louis, where, without any important occurrence, we arrived on the 23rd and were received with great kindness and marks of friendship by the inhabitants, after an absence of two years, four months and ten days.

And complete it we did to the surprise of many. There was much celebration when we arrived back in St. Louis on September 23, 1806. Established as a fur trading post, St. Louisans were eager to hear that the west was rich in beaver and other fur bearing animals. In fact, Captain Lewis wrote in his report to President Jefferson that the west was richer in beaver and otter than any country on earth. Within just a few months, trappers were headed back over our route and the United States entered the fur trade. In fact, one of the men on the expedition, John Colter, left the Corps of Discovery on the return trip at the Mandan villages to take up trapping. He later discovered the geysers and area that is now Yellowstone National Park.





But I was anxious to return to Virginia. As I mentioned earlier in this letter, my journal was the first to be published, in the summer of 1807. You might think that after traveling by boat, on horseback, and afoot all the way to the Pacific Ocean and back that I might be content to stay in one spot for the rest of my days, but I assure you that was not so. When the War of 1812 began, I again enlisted in the army. During my time of service I injured and lost the use of my left eye. After I was discharged, I returned to Virginia once more.

After living alone for many years, I met a lovely girl named Maria Hamilton, who you know, of course, as your grandmother. At the time of our marriage, I was fifty-nine! Maria and I had seven children. Sadly, my beloved Maria died of measles when our youngest was only eleven months old, and as your parents have probably told you, many of my children went to live with relatives who could care for them more adequately than I, an old man, could.

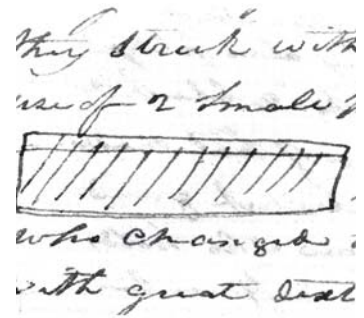
During my lifetime, I have watched my country develop from a group of 13 colonies along the Atlantic coast to a nation with thirty-eight states. I have lived through four wars and fought in most of them as well. Eighteen different men have served as President of our nation. Now there are towns and even cities where the Corps of Discovery ventured into the unknown so many years ago. Of the many experiences in my life the Expedition to the Rocky Mountains and the Pacific Ocean was certainly the most memorable. To my knowledge, I am the last surviving member of the Expedition, a journey of incredible discovery and learning.

It is my hope that you, my grandchildren, will never forget the importance of that journey and will share my story with generations to come. I hope that you will appreciate the beautiful land and animals that we discovered in the West and that you will help preserve them for your grandchildren.

*Your grandfather,
Patrick Gass*

Classroom Activity #19

Lewis and Clark also sketched a game piece that the Indians used. Another popular game that Indians played was similar to darts. They took corncobs and attached feathers to the wide end. Then took wild grapevines and rolled them into a hoop. As they threw and rolled the hoop along the ground, children would try to throw the corn cob darts through the hoop. Have students gather materials from home to make and play this game.



Game Bone, April 18, 1806,
Lewis and Clark Journals

Classroom Activity #20

Critical Thinking

Have students discuss the following:

- Why did Napoleon agree to sell the Louisiana Territory to the United States?
- Why did Jefferson believe the Louisiana Purchase provided the opportunity for an Empire of Liberty?
- Why did Senator Samuel White of Delaware refer to the Louisiana Purchase as "the greatest curse that could befall us?"
- What were the advantages and disadvantages of doubling the territorial holdings of the United States?
- Why is the Lewis and Clark expedition considered one of the most successful scientific explorations in U.S. history?
- How did the Lewis and Clark Expedition contribute to friendly relations with Native Americans in the region?
- What were its long-term effects?
- How did it affect Native Americans?

Classroom Activity #21

Timeline—Have students make a timeline and present their timelines to their class. Include the following dates and events.

1764 Founding of St. Louis; 1771 Patrick Gass born; 1776 U.S. Independence; 1803 Louisiana Purchase; 1804-06 Lewis and Clark Expedition; 1807 Gass' journal published; 1807 Lewis became governor of the Louisiana Territory; 1807 Clark became superintendent of Indian Affairs for the Louisiana Territory; War of 1812; 1822-1840 American period of the Western fur trade; 1840-1860 Oregon and California Trails; 1861-1865 Civil War; 1869 First Transcontinental Railroad completed; 1872 Yellowstone National Park established.



PARKS AND THE PAST



Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

Classroom Activity #22

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 27. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers on page 29)

Knife River Indian Villages National Historic Site

features remains of earthlodge villages of the Hidatsa people. Check out their Teacher's Guide with lesson plans, quizzes, and games at www.nps.gov/knri

The Lewis and Clark National Historic Trail

follows the route of the 1804-06 expedition extending from the Mississippi River in Illinois to the Pacific Ocean at the mouth of the Columbia River in Oregon at www.nps.gov/lecl

To learn more about the importance of national parks, view "Conviction of the Heart" and "The Challenge of Yellowstone" video found in the trunk.

Nez Perce National Historical Park

consists of 38 sites across Idaho, Washington, and Montana commemorating the Nez Perce people at www.nps.gov/nepe

Fort Clatsop National Memorial

features the reconstructed fort where the Lewis and Clark expedition camped during the winter of 1805-1806. Check out their videos and traveling trunks at www.nps.gov/focl

Also at **Lewis and Clark National Historic Trail**. Become a Lewis and Clark Junior Ranger! Go to www.nps.gov/lecl and visit their Junior Ranger page. Complete the activities and mail in the form and you will receive a neat Junior Ranger Patch and certificate!

Lewis and Clark Traveling Trunk



Decision Making:

What is the one job that you would enjoy doing the most? How does what you are learning in school help prepare you for this job? What character traits would help you in these jobs?

Careers Search



National Park Service

S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	F	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



CHARACTER COUNTS

Using Patrick Gass' story, have students give examples of positive character traits demonstrated by the Corps of Discovery.

Character Traits	Example
Cooperation Courage Perseverance Respect Compassion Honesty Goal Setting Responsibility Commitment Patience Kindness Decision Making Sharing Service	

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!



ADDITIONAL RESOURCES

Now that your students have experienced life on the trails, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

INTERNET

Jefferson National Expansion Memorial

<http://www.nps.gov/jeff>

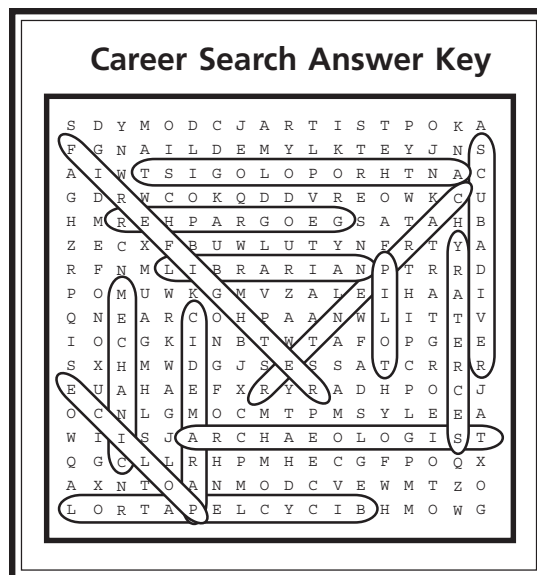
National Park Service

<http://www.nps.gov>

VIDEOTAPES

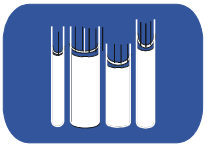
These films are loaned at no charge by calling our reservationist at (314) 655-1700, extension 0.

- ◆ Charles Russell – An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)



(Copy)

National Park Service



READING LIST



Grades K-3

- Fradin, Dennis B. *Sacagawea: The Journey to the West*. Parsippany, NJ: Silver Press, 1998.
- Kroll, Stephen. *Lewis and Clark: Explorers of the American West*. New York: Holiday House, 1994.
- Morley, Jacqueline. *Expedition across America: The Story of Lewis and Clark*. New York: Franklin Watts, 1998.
- Noonan, Jon. *Lewis and Clark*. New York: Crestwood House, 1993.
- Schanzer, Rosalyn. *How We Crossed the West: The Adventures of Lewis and Clark*. Washington, D.C.: National Geographic Society, 1997.

Grades 4-6

- Bohner, Charles. *Bold Journey: West with Lewis and Clark*. Boston: Houghton Mifflin, 1985.
- Bowen, Andy Russell. *The Back of Beyond: A Story about Lewis and Clark*. Minneapolis, MN: Carolrhoda Books, Inc., 1997.
- Brown, Marion Marsh. *Sacagawea: Indian Interpreter to Lewis and Clark*. Chicago: Children's Press, 1988.
- Cavan, Seamus. *Lewis and Clark and the Route to the Pacific*. New York: Chelsea House Publishers, 1991.
- Fifer, Barbara. *Going along with Lewis and Clark*. Helena: American and World Geographic Publishing/Montana Magazine, 2000.
- Lourie, Peter. *In the Path of Lewis and Clark*. Parsippany, NJ: Silver Burdett Press, 1997.
- O'Dell, Scott. *Streams to the Rivers, Rivers to the Sea*. Boston: Houghton Mifflin, 1986.
- Roop, Peter and Connie, Editors. *Off the Map: Journals of Lewis and Clark*. New York: Walker and Company, 1993.
- Smith, Roland. *The Captain's Dog*. New York: Harcourt Brace, 1999.
- St. George, Judith. *Sacagawea*. New York: G. P. Putnam's Sons, 1997.

Lewis and Clark Traveling Trunk

Grades 7-12

- Ambrose, Stephen E. *Undaunted Courage*. New York: Simon & Schuster, 1996.
- Andrist, Ralph K. *To the Pacific with Lewis and Clark*. New York: Harper and Row, 1967.
- Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. New York: Beech Tree, 1995.
- Duncan, Dayton and Ken Burns. *Lewis and Clark: The Journey of the Corps of Discovery*. New York: Knopf, 1997.
- Edwards, Judith. *Lewis and Clark's Journey of Discovery in American History*. Springfield, NJ: Enslow Publishers, 1999.
- Moeller, Bill. *Lewis and Clark: A Photographic Journey*. Missoula, MT: Mountain Press Publishers, 1999.
- Schmidt, Thomas and Jeremy Schmidt. *The Saga of Lewis and Clark into the Uncharted West*. New York: DK Publishing, 1999.

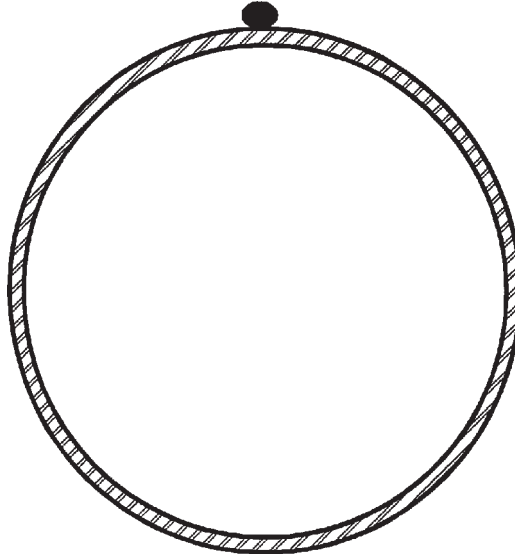




APPENDIX

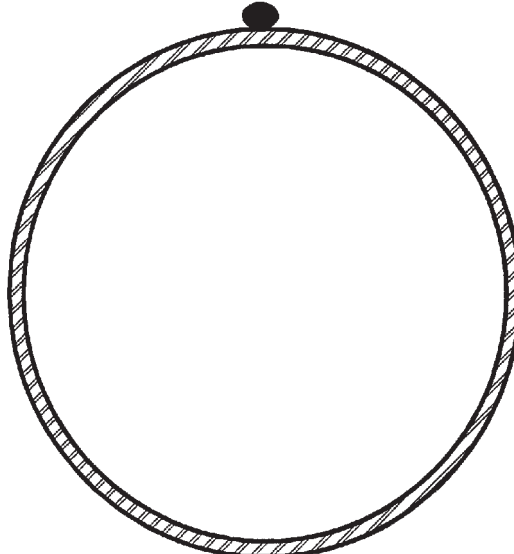
DESIGN A PEACE MEDAL

If you were president today, how would you design your peace medal? What values would be represented?



OBVERSE

(The front or principal side of the medal)



REVERSE



(Copy and Cut)

Lewis and Clark Traveling Trunk

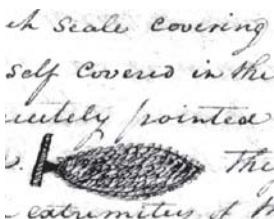
1) _____



1)



2)



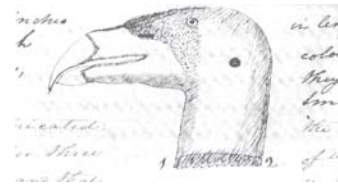
3)



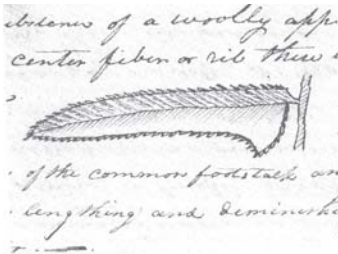
4)



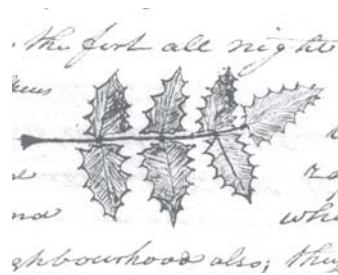
5)



6)



7)



8)



9)



10)



(Copy and Cut)

- A. White Salmon Trout
- B. Brant
- C. White Gull
- D. Sage Grouse
- E. Eulachon
- F. Vulture
- G. Maple Leaf
- H. Sitka Spruce Cone
- I. Evergreen Shrub Leaf
- J. Fern Leaf

(Drawings from the Lewis and Clark Journals.)

Answers: I, C, 2, B, 3, H, 4, G, 5, D, 6, F, 7, J, 8, I, 9, E, 10, A